

# BREAKOUT SESSIONS – SATURDAY 17 NOVEMBER

## PAPERS AND WORKSHOPS – SESSION II

During this session, there will be two types of contributions to choose from:

- **One workshop session** of 90-minutes  
or
- **Two consecutive paper sessions** of 45 minutes each, with a 15-minute break in between to allow the participants to move to another room

Participants are free to choose any session based on their own interests. Workshops are interactive practical sessions, whereas paper sessions involve a presentation of the paper followed by the opportunity for questions and discussion. Please read the abstracts on pages 18-22 for further details about the topics covered and the presenters. Please note that not all authors listed may be present at the session.

WORKSHOPS		09.30-11.00	2 in parallel
Workshop 4	Quality assurance processes and learning & teaching strategies: how to use the ten European principles for the enhancement of L&T in QA contexts		Seminar room TC.4.02, level 4
Workshop 5	Bridging organisational gaps with process management – a holistic approach to QA		Seminar room TC.4.04, level 4

PAPERS		09.30-10.15	5 in parallel
Paper 13	The wisdom of students: monitoring quality via social media and student reviews		Audimax, level 0
Paper 14	Quality management of e-courses – process supporting development of digital culture in higher education – Estonian case		Lecture room TC.1.02, level 1
Paper 15	Implementation of the first national survey to measure the experiences of postgraduate research students		Siemens TC.2.01, level 2
Paper 16	The Database of External Quality Assurance Results (DEQAR) – Quality at your fingertips		Ernst & Young, TC.2.02, level 2
Paper 17	Five-star student involvement		Lecture room TC.3.01, level 3

PAPERS		10.30-11.15	5 in parallel
Paper 18	Looking beyond standard QA: organisational development for the university administration		Audimax, level 0
Paper 19	Assuring the quality of credentials to support learning innovation		Lecture room TC.1.02, level 1
Paper 20	Engaging diversely: how online students, postgraduates and others can (and should!) be full partners in quality		Siemens TC.2.01, level 2
Paper 21	Mapping new territories – HEIs' societal objectives in external quality assurance		Ernst & Young, TC.2.02, level 2
Paper 22	Beyond “diminishing resources” – quality enhancement and student engagement		Lecture room TC.3.01, level 3

## Workshop 4 – Quality assurance processes and learning & teaching strategies: how to use the ten European principles for the enhancement of L&T in QA contexts

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Seminar room TC.4.02, level 4 – Saturday 17 November, 09.30-11.00

### **Facilitators:**

*Thérèse Zhang (EUA), Martina Skulteti (University of Hamburg), Zuhail Zeykeboglu (Koç University)*

### **Abstract:**

This workshop aims to bridge quality assurance (QA) and European discussions on learning and teaching (L&T). Under the Erasmus+-funded EFFECT project, a broad range of higher education representatives developed 10 European Principles for the Enhancement of L&T. These Principles aim to serve higher education communities in their efforts to (re)design their institutional strategies in L&T. Under EFFECT, a group of European universities piloted the Principles. They concluded, among other things, that the connection between the Principles and QA could be further explored. This workshop will discuss how the Principles could serve QA frameworks, and how QA contributes to enhance L&T. Participants' inputs through active group discussions will provide complementary perspectives (institutional, QA agency, student, other). The workshop will start with two case studies from institutions who piloted the Principles.

## Workshop 5 – Bridging organisational gaps with process management – a holistic approach to QA

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Seminar room TC.4.04, level 4 – Saturday 17 November, 09.30-11.00

### **Facilitators:**

*Vanessa Müller, Petra Pistor (Münster University of Applied Sciences)*

### **Abstract:**

Process management is a very potent tool for integral quality assurance, since it can incorporate all kinds of activities (management, core and support processes) that contribute to a high quality output in teaching and learning, research and third mission. This workshop seeks to sensitise for the fact that process management is not merely a bloodless administrative procedure. On the contrary, process management – done in a sensible way – is very effective in enhancing quality and fostering the development of a quality culture in an institution. It unfolds its potential by bringing together the experiences, ideas and wishes of different stakeholders to define a consensus and thus bridging organisational gaps. Participants of the workshop will have the opportunity to define certain processes common for higher education institutions. They will be encouraged to reflect the assets and drawbacks of process management against their own organisational background.

## Paper 13 - The wisdom of students: monitoring quality via social media and student reviews

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Audimax, level 0 – Saturday 17 November, 09.30-10.15

**Presenters:**

Alex Griffiths (Statica Research), Helen Cullis (The Quality Assurance Agency for Higher Education (QAA))

**Chair:**

Oliver Vettori (EQAF Programme Committee)

**Abstract:**

Many of the student feedback surveys at provider and sector level give a comprehensive insight into the student experience, but they offer only a snapshot at set points in time, often at the end of a term or year. Building on innovative research in the healthcare sector, where real-time patient feedback via social media and other online feedback sites has been shown to effectively predict the outcome of in-depth inspections, this paper explores the value of continuous monitoring of the student experience via social media and other sources. What insights can be gathered from year-round feedback, what do students actively feedback on, and what relation does this feedback have with other quality measures? Could this approach be used in higher education to broaden the scope of quality assurance and enhance quality assurance systems by encompassing a broader range of activities into those systems?

## Paper 14 - Quality management of e-courses – process supporting development of digital culture in higher education – Estonian case

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Lecture room TC.1.02, level 1 – Saturday 17 November, 09.30-10.15

**Presenters:**

Merle Varendi (TTK University of Applied Sciences), Anne Villems, Lehti Pilt, Toomas Plank (University of Tartu), Marge Kusmin (Tallinn University)

**Chair:**

Paula Ranne (EQAF Programme Committee)

**Abstract:**

This paper focuses on quality assurance and recognition process of e-learning courses in Estonian higher education institutions. How this process has so far taken place, what are the bottlenecks and how to continuously improve the process. Evaluation of the learning process is one of the most important parts of institutional accreditation. The focus was on effectiveness of teaching, study programme development, student assessment etc. until this year. From the point of view of learners, the development of digital teaching materials and their good quality are an important motivator for learning. From the point of view of educational institutions, digital teaching materials with high quality are important in the development of digital culture.

## Paper 15 - Implementation of the first national survey to measure the experiences of postgraduate research students

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Siemens TC.2.01, level 2 – Saturday 17 November, 09.30-10.15

**Presenters:**

Sean O'Reilly, Jennifer Brennan (Technological Higher Education Association), Lucy Byrnes (National University of Ireland), Emer Cunningham, Suzanne Guerin (University College Dublin), Mary Deasy (Institute of Technology Tallaght), Michael Frain (University of Limerick), Rachel Keegan, Joseph Stokes (Dublin City University), Mary McNamara (Dublin Institute of Technology), Nicki O'Connor (Higher Education Authority), Lewis Purser (Irish Universities Association)

**Chair:**

Marija Vasilevska (EQAF Programme Committee)

**Abstract:**

A collaborative partnership of higher education institutions, students' representatives and national agencies has developed and implemented a national survey for postgraduate research students. Data from the Irish Survey of Student Engagement for Postgraduate Research Students (ISSE-PGR) complements the significant data set generated by a survey offered to students pursuing taught programmes, which has been in operation since 2013. Data

from the established survey is increasingly used by institutions and national agencies in structured discussions of quality assurance and quality enhancement. The partnership undertook research on a range of surveys offered to postgraduate research students nationally and internationally before developing an instrument that reflected the national policy context and facilitated some international comparison. Fieldwork took place in February-March 2018. This paper describes the approach taken to develop this additional evidence source for quality assurance / enhancement and poses a number of questions for further consideration.

## Paper 16 - The Database of External Quality Assurance Results (DEQAR) – Quality at your fingertips

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*Ernst & Young, TC.2.02, level 2 – Saturday 17 November, 09.30-10.15*

**Presenters:**

*Kathryn Máthé and Colin Tück (EQAR)*

**Chair:**

*Alicia-Leonor Sauli-Miklavčič (Association of Slovene Higher Vocational Colleges)*

**Abstract:**

The European Quality Assurance Register in Higher Education (EQAR) has developed DEQAR with the aim to contribute to the transparency of quality assurance in the European Higher Education Area. DEQAR provides easy access to external quality assurance reports and decisions on higher education institutions and their programmes by EQAR-registered agencies through a single portal. The public preview of DEQAR was launched in May 2018 and currently includes more than 4500 reports covering 807 higher education institutions in 37 countries. DEQAR serves a broad range of users, including recognition officers in higher education institutions and information centres (ENIC-NARICs), students, academics, managers and the leadership of higher education institutions, quality assurance agencies, national ministries and other authorities. The session will include a brief presentation of the background, objectives and design of DEQAR, followed by an opportunity to use the public preview and give feedback from your own perspective.

## Paper 17 - Five-star student involvement

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*Lecture room TC.3.01, level 3 – Saturday 17 November, 09.30-10.15*

**Presenters:**

*Kevin Gønge, Sofie Bjerg Kirketerp (Danish Accreditation Institution)*

**Chair:**

*Patrick Van den Bosch (Flemish Higher Education Council (VLUHR-QAU))*

**Abstract:**

It is generally accepted in Europe that students should be involved in the external QA of higher education institutions. Requirements for involving students are stated in the ESG, but student involvement in a meaningful manner is easier said than done. In many countries, including Denmark, the solution has been to include student representatives on various councils and panels. However, five years ago, the Danish Accreditation Institution (AI) outlined a vision for a more long-term, dynamic relationship with students to enhance student involvement throughout our external QA activities. This vision gave birth to STAR, the Students' Accreditation Council, a network for Danish student organisations facilitated by AI. The network provides a forum for dialogue with students about developing and ensuring the quality of education from a student perspective. Based on our positive experience of student involvement in external QA activities, AI invites participants to discuss opportunities and challenges in working with student involvement as a QA agency.

## Paper 18 - Looking beyond standard QA: organisational development for the university administration

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*Audimax, level 0 – Saturday 17 November, 10.30-11.15*

**Presenter:**

*Harald Scheuthle (University of Würzburg)*

**Chair:**

*Ilse De Bourdeaudhuij (Ghent University)*

**Abstract:**

After having established an integrated QA system for teaching & learning, the University of Würzburg now focuses on quality assurance for its science support services of the central administration. The initiatives carried out by the administration usually require the change of structures or processes. Therefore, in the wake of a major support infrastructure project, the unit for quality management designed a support approach for organisational development for the central administration. The approach uses three main tools, namely institutional analysis, project management and process development which are now tested and implemented in nearly all initiatives carried out by the administration to upgrade its support services for teaching and learning, and research. The paper presents the approach used by the University of Würzburg and illustrates with three current projects how the instruments were designed and applied.

## Paper 19 - Assuring the quality of credentials to support learning innovation

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*Lecture room TC.1.02, level 1 – Saturday 17 November, 10.30-11.15*

**Presenters:**

*Anthony F. Camilleri (Knowledge Innovation Centre), Florian Rampelt (Stifterverband für die Deutsche Wissenschaft)*

**Chair:**

*Juan Carlos Hernández Buades (EQAF Programme Committee)*

**Abstract:**

The credential-space is currently seeing significant innovation, driven by twin priorities, namely the unbundling of learning of micro-learning, and the drive to digitise credentials as prioritised by the Bologna Digital Agenda and the EU's Digital Education Action Plan. While traditionally students could depend on recognition of widely understood signals of experience and expertise such as university degrees, the same cannot be said for the creatures of MOOCs such as 'nanodegrees' and 'specialisations'. While it is clear that degrees from accredited HEIs consist of the gold standard in terms of their recognition and portability, no clear set of comprehensive criteria exists to assess the quality of new forms of credentials, nor for standards and technologies which are applied to credentials. The authors therefore propose a framework for such analysis in the form of a set of quality characteristics for credentials, based on work conducted by the OEPass project.

## Paper 20 - Engaging diversely: how online students, postgraduates and others can (and should!) be full partners in quality

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*Siemens TC.2.01, level 2 – Saturday 17 November, 10.30-11.15*

**Presenter:**

*Simon Varwell (Student Partnerships in Quality Scotland (sparqs))*

**Chair:**

*Marieke Janssen (EQAF Programme Committee)*

**Abstract:**

Even the most pioneering approaches to the student voice in quality can run the risk of over-dependence on a narrow perspective – one that is disproportionately full-time, on-campus and undergraduate. A major challenge for broadening the scope of quality assurance is to ensure that student engagement reflects the full experiences of an institution's student profile. European higher education is challenged to engage all students regardless not just of their social background but also of their level of study and method of delivery. The Scottish experience, certainly, is characterised by a rise in online distance learning (ODL) and transnational education (TNE), and engagement practitioners are also exploring more deeply how taught and research postgraduates can also shape their individual and institutional experiences. Drawing on practices across Scotland, including institutional work and sectoral tools, this paper will outline the methods and opportunities of engaging students regardless of what, how and where they learn.

## Paper 21 - Mapping new territories – HEIs' societal objectives in external quality assurance

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*Ernst & Young, TC.2.02, level 2 – Saturday 17 November, 10.30-11.15*

**Presenters:**

*Frances Blüml, Manon Irmer, Dietlinde Kastelliz, Michael Meznik (AQ Austria)*

**Chair:**

*Kati Isoaho (FINEEC)*

**Abstract:**

The external quality audit in Austria encompasses a broad range of HEIs' activities – alongside the basic duties, they include societal objectives which are supposed to be integrated into the internal quality management system of a higher education institution. This paper looks into the relevance of societal objectives in external quality assurance (QA) practice. The findings are based on an analysis of (1) QA agencies' procedure regulations and (2) audit reports on Austrian HEIs. In the first stage, we identify aspects of societal objectives found in the procedure regulations. Further analysis shows that equal opportunities and diversity and transfer of knowledge as examples of societal objectives receive little attention and that a genuine QA perspective on these topics is lacking. This is in contrast to the importance given to societal issues in higher education policy discourse and marks new territories to be explored.

## Paper 22 - Beyond “diminishing resources” – quality enhancement and student engagement

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*Lecture room TC.3.01, level 3 – Saturday 17 November, 10.30-11.15*

**Presenters:**

*Kay Taaffe, Elizabeth Noonan (University College Cork)*

**Chair:**

*Aleksandar Šušnjar (EQUAF Programme Committee)*

**Abstract:**

Since the establishment of the Standards and Guidelines for Quality Assurance in the EHEA (ESG) in 2005, student involvement in quality processes has been viewed as integral and become more widely adopted across Europe (HEA, 2016). The level of student involvement and engagement can, however, vary on a continuum from students being informed (low-impact) to having decision-making roles (high-impact) (ibid.).

In the context of a policy and cultural shift towards an enhancement ethos of quality, this paper presents an institutional case-study at one Irish university, outlining processes to enhance student engagement and impact in academic quality review. The paper outlines initial observations from processes to date (which include training and credentialising students' participation in institutional quality peer review), plans for development based on these reflections, and the potential intended or anticipated institution-wide impact of increased support for student engagement in an enhancement-led quality environment.